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ABSTRACT

The Teen Involvement program is implemented primarily by youth, with guidance and direction from qualified, concerned adults. It aims at preventing substance abuse by utilizing positive youth-to-youth communications. Junior and senior high school students are trained to discusses causes of drug abuse and ways of preventing it with students in grades 4 through 12. The program's creators have sought to involve youth in an effort to improve decision-making capabilities, develop better-organized values and reduce and prevent substance abuse among young people. Selected students, called Teen Advisors, serve as role models for younger students. After carefully supervised training, they visit elementary school classrooms on a regularly scheduled basis. Similar programs can be started by interested administrators in their own settings. (Author/BP)

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National Institute on Drug Abuse

Teen Involvement for Drug Abuse Prevention

Administrator's Guide

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Public Health Service
Alcohol, Drug Abuse, and Mental Health Administration

Teen Involvement for Drug Abuse Prevention

Administrator's Guide

by
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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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FOREWORD

The National Institute on Drug Abuse is pleased to present TEEN INVOLVEMENT, a program for involving youth in drug abuse prevention activities in their school and local communities. Young people exert great influence on their companions in where they go for recreation and what they do. This peer influence has often been described in negative terms, as a pressure leading to experimentation and abuse of chemical substances.

But the same peer influence can be a positive force, a supporting influence that discourages the use of drug and encourages alternative drug-free life experiences. TEEN INVOLVEMENT describes how such a program can be started in your local schools.

Youth is an age of experience, experimentation, and goal-setting. Young people need to define and test the limits of permissible behavior. But they also need to know where those limits are. An adult, a parent, a teacher, a coach--each adult role-model serves by both action and omission to demonstrate the limits of behavior to the young people he or she comes in contact with. These young people then repeat these demonstrations for their peers in a process of gradual growth and development to adult lifestyles. It is this process of positive and helpful influencing that TEEN INVOLVEMENT seeks to affect.

Laurence T. Carroll, PhD
Division of Resource Development
National Institute on Drug Abuse

FOREWORD

This book has been written with a firm belief in the honesty, truthfulness, justice, insightfulness and power of young people. In other words, with a trust in youth.

Too often adults do not recognize the ability of school age youth in the discharge of obligations, and in the determination of what is right and good.

We have witnessed, time and again, the multiple rewards reaped by society from the application of a simple but powerful process:

- the careful identification of able youth.
- the trustful delegation of responsibilities to them.

Teenagers comprise a major portion of our population. They know where and what their problems are better than we adults. Trust in them, back them up and you will be amazed with the results.

Thomas Drysdale
Director Department of Defense
Dependent Schools
Atlantic Region

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INTRODUCTION

Teen Involvement is for youth, implemented primarily by youth, with guidance and direction from qualified, concerned adults. It aims at preventing substance abuse by utilizing positive youth-to-youth communications. Junior and Senior High School Students are trained to present the "Why" and the "What can be done about it" messages to students in grades four through twelve.

From colonial days to the mid-Twentieth Century, this process evolved in various forms. In the Nineteenth Century one-room American school houses, teachers used older students to work with younger students. Even through the early Twentieth Century, the notion of "youth apprentices" was implemented by progressive educators concerned that the youth of American cities should learn as much about the practicalities and values of life as their more rural forerunners had learned.

In developing this manual, the creators of Teen Involvement have sought to extend and revitalize this process once again in the development of American youth. The immediate objective of this process is to develop improved decision-making capabilities, better organized values in order to reduce and prevent substance abuse among youth. This process works and takes effect as youth spread the word that not using drugs or alcohol is the "in thing" to do. Thus, selected students, or Teen Advisors, serve as role models or a collective "in group" for younger students. These older students refer to themsleves as the "real group."" After carefully supervised training they visit elementary school classrooms on a regularly scheduled basis.

HISTORY OF TEEN INVOLVEMENT

Teen Involvement originated in Maricopa County, Arizona; January 1969. It was a project of the Maricopa Mental Health Association and was later taken over by the Community Organization for Drug Abuse Control. The original program objective was prevention by helping youth make rational decisions regarding substance abuse. Today, similar programs are found throughout the Nation and overseas, primarily due to the adoption of Teen Involvement by the Department of Defense Military Dependent School System and by various school districts across the country.

At first, Teen Involvement brought together fifteen students from one high school. Within a year, student participation grew to 1,300 students representing thirty-eight high schools. At that time, each student would stay with a particular class for the entire school year. With each classroom visit, the Teen Advisor would bring additional information on problems leading to substance abuse. Additionally, Teen Advisors would answer student questions. When they did not know the answers, they would admit they didn't know and would attempt to find out the answers by the next classroom visit.

With the rapid growth of the number of these Teen Advisors, Teen Involvement has evolved to become a sophisticated training process as well. Teen Advisor training is designed to enhance and improve the communications skills of each Teen Advisor and to provide them with the latest training techniques in primary prevention. The training process is presented simply and in the language of youth.

USING THE ADMINISTRATOR'S GUIDE

This guide should be read and studied in conjunction with the Teen Involvement Manual. It will provide the administrator with a monthly guide to Teen Advisor classroom visits, a recommended sequence of program development, procedures for program approval, training of Teen Advisors, suggestions for Parent-Teacher meetings, suggested classroom ratings and steps in public relations. In addition, useful appendices are provided in this guide for additional reading by the Teen Involvement Administrator. Throughout the manual and this guide the theme is communications, decision-making, and valuing. Administrators and teachers are well aware that older prevention methods using scare tactics, discussions of pharmacology, and the use of materials lacking credibility or validity are outdated.

MONTHLY GUIDE FOR PLANNING CLASSROOM ACTIVITIES

Below is a suggested monthly planning guide of activities the administrator might follow throughout the school year, regardless of the number of meetings permitted per year. In the latter case, simply extend or limit subject matter areas to be presented; allowing time for questions, discussion, and the degree of student participation. While striving for maximum student participation is important, the primary goal is to improve the skills of the volunteer Teen Advisor in communications, in decision-making, in valuing, and in classroom presentation.

OCTOBER: *Affection: the need for caring, liking, friendship, loving*

1. Introduction and explanation of Teen Involvement
2. What kinds of *affection* people need; why do they do what they do to attain it
3. Attitudes, how we develop them
4. *"Need for Affection,"* how it leads to High Risk/Low Gain Behavior
5. How we satisfy our need for *affection* by avoiding High Risk/Low Gain behaviors such as alcohol or other drug abuse

NOVEMBER: *Respect: the need to look up to and be looked up to*

1. Review behavioral causes of alcohol and other drug abuse (10 minutes)
2. How need for *respect affects us;* using *respect* in solving problems and in coping
3. Positive alternative behaviors to achieve *respect*
4. How we can begin to make positive decisions by selecting satisfying appropriate alternatives
5. Student Questions and Answers

DECEMBER: *Skill: the need to be able to do*

1. Review affection and respect (examples from previous meetings)

2. *Skill* lecturette:

   - *Skills* related to our heritage
   - *Skills* related to our present needs
   - *Skill* acquisition as a motivating force
   - Lack of *skills* and substance abuse

3. Deciding alternative procedures for choosing *skill* goals and attaining them

4. *Skill* as a decision-making process

5. Student Questions and Answers

JANUARY: *Enlightenment: the need to know*

1. Briefly review affection, respect and skill needs

2. *Enlightenment:*

   - *Enlightenment* needs from birth and childhood
   - *Enlightenment* needs related to our present life
   - Use of drugs to seek *enlightenment* (ancient cultures, Eastern practices, Western ideas)
   - *Enlightenment* needs for the future

3. Relationship between *enlightenment* failures and delinquent activities

4. *Enlightenment* as a tool for achieving goals contrasted with instantaneous gratification

5. Ways of attaining *enlightenment*

6. Student Questions and Answers

FEBRUARY: *Power: the need for influence and the ability to make effective decisions*

1. Brief summary of previous value areas

2. *Power* lecturette:

   - Influence of decisions affecting us
   - *Power* and leadership
   - How to develop *power* for present and future
   - Deprivation of *power*, what happens

3. Group decision-making exercise

4. Student Questions and Answers

MARCH: *Wealth: the universal need for goods and services and well-being*

1. Relate all previous value goals to daily life
2. *Wealth:*
   - Tangible *wealth*
   - Service *wealth*
   - *Wealth*, past, present and future for the individual
3. Lack of *wealth* needs satisfaction and deviant behavior
4. Alternative ways of achieving *wealth*
5. Decision-making and wealth
6. Student Questions and Answers

APRIL: *Well-being: universal need for good health, happiness and contentment*

1. Attaining physical and mental health
2. Happiness and contentment as indices of good mental health
3. Risk-taking behavior and its effect on health
   - High risk/high gain decisions and actions
   - High risk/moderate gain potentials
   - High risk/low gain actions
   - Relating risk-taking behavior to alcohol and other drug abuse
4. Failure and *well-being*
5. Decision-making and *well-being*
6. Student Questions and Answers

MAY: *Responsibility: universal need for being responsible*

1. Brief review of previous value areas
2. *Responsibility* as a survival need
3. The growth of need for *responsibility*
4. Examples of success and failure in achieving rectitude
5. Alternatives for achieving *responsibility*
6. Decision-making and *responsibility*
7. Student Questions and Answers

SEQUENCE OF PROGRAM DEVELOPMENT

The exact sequence of program development is not as important as covering all the steps along the way, regardless of order. Good public relations in getting your program underway will prevent communication gaps and misinterpretation of purpose.

Set down your plan of action before you proceed. Your plan might look something like this:

1. Obtain necessary approval from responsible authorities.

2. Select a dedicated person who will act as Faculty Resource Coordinator or Teen Advisor Administrator.

3. Decide on approximately how many high school students will be needed to place at least two in each 5th, 6th, 7th and 8th grade classroom in the elementary and junior high (or middle) schools participating.

4. Plan the number of training sessions (at least five or six) you expect to conduct before the high school students make their first visit. Determine how much time each session should take. Finally, select appropriate materials and procedures. Full coverage of total training should cover 12 to 15 sessions.

5. The most important step which can determine success or failure of your program is public relations. Community support of your program provides incentive to Teen Advisors, acceptance by apprehensive parents, and support from administrators and participating teachers. Suggestions for your public relations effort are outlined later in this guide.

PROGRAM APPROVAL

Before any program can be implemented in the school it is necessary to get the approval of school administrators and the acceptance of faculty members who will be actively involved. Since Teen Involvement encompasses both elementary and secondary schools, be sure you have talked to all persons necessary before starting. Here are some steps to follow:

1. *Approval of program by school superintendents.*

2. *Approval of schools advisory board.*

3. *Visit the high school principal.*

4. *Visit with elementary school principals whose schools will be involved.*

5. *As the program begins, be sure to have a combined meeting of the Teen Advisors and the teachers whose classrooms will be visited. When the teachers meet the Teen Advisors in advance, this helps the teacher-Teen Advisor relationship.*

6. *"Open meeting" explanation to parents at PTA or PTO scheduled meetings (with widespread prior announcement).*

RESPONSIBILITIES OF THE FACULTY ADMINISTRATOR

The District or high school Faculty Administrator for Teen Involvement generally has the following responsibilities:

1. *Conducts Teen Advisor sessions.*

2. *Schedules Teen Advisor visits to the elementary schools.*

3. *Directs the overall work of the Teen Advisors*

For the time spent on Teen Involvement, the rewards are many. The interest of the Faculty Administrator can be infectious, and enthusiasm is generated in students and other faculty members.

RECRUITING TEEN ADVISORS

One of the first steps in initiating a Teen Involvement program is getting student volunteers. Here are some methods which have been successfully used in the past.

1. *Get the assistance of the principal, faculty counselor or interested teachers to help select outstanding students.*

2. *Ask for interested students to attend an orientation meeting.*

3. *Tell the students they were specifically selected for this program. Explain the responsibilities and leave each student with the option to decide whether or not he or she will become a part of the program. If more volunteers are needed, let these students recommend them.*

4. *Write a story for the school newspaper about the program and its success in other schools and communities. Include in the article a call for volunteers.*

5. *Choice of Teen Advisors should not be on strictly academic achievement or on ethnic basis. Interest, willingness, and ability to communicate positively with others should be the principal criterion for selection.*

TRAINING OF TEEN ADVISORS

This training text includes information regarding training sessions for building your own Teen Involvement program. In conducting the training sessions of the Teen Advisors, the Faculty Administrator will find preparation for each school visit outlined in specific chapters of the Teen Involvement manual. The trainer prepares by reviewing carefully the classroom activities that the Teen Advisors introduce in the classroom during their visit. Some of these techniques and strategies should be rehearsed during training sessons prior to classroom visits. Classroom do's and don'ts are important for review.

If a student misses a training session, admittance to the classroom should be permitted only if the entire training session chapter has been reviewed and the student is properly prepared for the visit. Avoid the difficulty of Teen Advisors going into classrooms unprepared.

Students should be encouraged to seek out additional classroom activities, discuss them in training sessions with the trainer and make certain that the activities are geared to the age levels of the students and are acceptable as part of the program.

Here is one successful plan:

SUBJECT: SELECTING AND TRAINING TEEN ADVISORS AT THE LOCAL LEVEL

1. Requires school district level support in terms of allowing program to take place within the district.

2. Source School Administrators are thoroughly briefed on all aspects of the program. If principal buys the concept and promises active support, the following will occur:

   a. Principal with district support will "sell program to teachers and feeder school administrators and join a commitment among feeder school principals to allow scheduled time periods for Teen Advisors to visit classrooms. (This is critical.)

   b. Classrooms are selected (i.e., language arts, social studies, science, etc.) and students are given a teen program orientation by a representative(s) of the sponsoring agency.

   c. Students are asked to write a paper as to why they would want to be a Teen Advisor and why they think they would be good at it.

   d. Papers are screened with assistance from teachers and the first "cut" is made. Teachers and administrative staff are then consulted to determine best selection of students who have:

      1. Positive self image
      2. Leadership potential
      3. Ability to "relate"
      4. Adequate grade standing
      5. Time, etc.

   e. Students are then given a break from classes to attend a training seminar away from the school grounds at a neutral location. Sponsoring agency and school contact person will be responsible for seminar.

3. Sponsoring agency will follow up on a weekly basis with classes, advice, support in order that students always have fresh material or so they can work out problems.

4. Sponsor will share feedback from teachers as to how Teen Advisors are doing. Teen Advisors should constantly be given "strokes" for doing well.

5. At end of school year Teen Advisors should be recognized at some kind of function and with a Certificate of Appreciation or Participation.

THE CLASSROOM TEACHER

The role of the classroom teacher, both on the elementary and high school levels, is an extremely important one. The classroom teacher can help to make the program a tremendous success with a positive attitude. It is important that both the secondary school and elementary school classroom teachers be fully informed regarding the Teen Involvement movement, its goals and motivations. The presence of the Teen Advisors in the classroom is primarily as an aid to the teacher in drug education, not a replacement. Also, through peer identity, the Teen volunteers help to open the lines of communication. Through example, they help other students learn how to develop attitudes, choose between alternatives, develop decision-making skills, and enhance rather than deprive either themselves or others.

The Classroom Teacher is in a position to keep the Teen Volunteers enthused about the work they are doing, and might even help to make their classroom visits a truly worthwhile experience. However, it is important that assistance not be given during the classroom session. For a most effective visit, (to fulfill the purpose for which it is intended,) the session should be given over to the Teen Advisors for approximately a 45-55 minute period on a scheduled basis. Understanding and patience are really necessary. The young persons in the classroom want to help. Teen Involvement is only a small part of a comprehensive prevention education or high risk behavior curriculum - but it is an extremely important part.

If a teacher takes exception to something that is said by a Teen Volunteer in the classroom, the teacher should make a note at that time, and open up the topic for discussion between visits. The teacher can use this as a positive learning situation and should take into consideration all the things that are exchanged among young people outside of the classroom. As has been stated so often, the child who sits in the classroom is the product also of what goes on from the time he/she leaves school in the afternoon until arrival at school in the morning.

If a Teen Volunteer should continue to perform in an unsatisfactory manner in the classroom (which occurrence is rare), the teacher should talk privately to him/her and the Teen Volunteer should be given an opportunity to improve his/her performance. If he/she does not, then communicate directly with the Faculty Advisor for the Teen Involvement program so that corrective measures can be taken.

PUBLIC RELATIONS

When good things are being done and a lot of people hear about them, the activity generally becomes popular and acquires support. This, of course, would be the anticipated sequential development of a successful Teen Involvement program. The more good publicity the program can receive in school, the more students will wish to become involved, and the quicker it will take hold and become popular. The same applies to community publicity.

Throughout the community there are many ways these young people can be recognized and applauded for their fine work. They need this pat on the back to continue their interest and incentive to carry on with the work they are doing.

Newspapers (city, community, and even advertising "throw-aways") are among the most important means of support for Teen Involvement programs. When a student picks up a newspaper and reads about what he/she and fellow Teen Advisors are doing or going to do to help prevent alcohol and other drug abuse, or some other undesirable actions (vandalism, racing, aggression, etc.), then that student is encouraged to continuee to work hard at being a good Teen Advisor.

In the school, the use of the school newspaper, the district newspaper, or a Teen Involvement newsletter written by the students, can broadcast program activities throughout the school. There are always events in the classrooms that make good stories, and students are interested in relevant questions asked by their peers at any grade. Of additional interest would be the kinds of outside activities Teen Advisors might pursue as a club--bowling, skiing, skating, swimming, etc. The more active the group the more interesting it becomes and the more commitment there is as a result.

Take every opportunity to note interesting incidents and send the story to the local newspaper. Take pictures if you can to accompany the story. Also, don't overlook the "Letters to the Editor" section. Letters can make good reading and are as widely read as the columns.

Recognition for anything done well is the forerunner for continued effort to do even better. An Awards Program for Teen Involvement is a fine end-of-semester windup as well as a recognition of the commitment and good work of students. An Awards Certificate presented at the end of the semester is tangible evidence to the student that his efforts were recognized and appreciated. The Awards Certificate listed on a resume can also help a student when seeking a part time job. It is an indication not only of commitment, but also of responsibility, concern for others, and putting spare time to productive and meaningful use. The expense of the Certificates of Award can be solicited from Kiwanis, Lions, Rotary, Optimists, Junior League, to name only a few of the countless service organizations which support and endorse community and school programs.

Perhaps one of the service organizations would like to sponsor a luncheon honoring the Teen Advisors. To involve the entire community, this event can be covered on local television and radio stations. The newspaper should be invited to cover it, too. This enables the community to see the positive efforts being made by their young people.

The service clubs can also purchase books, Teen Involvement T-shirts, insignias, notebooks and posters for display in schools. These posters could picture some of the Teen Advisors with a caption which might read, "They care a lot for other kids." A Teen Advisor or two could be invited to a regular meeting of the service club to tell of their experiences in the classroom and why they are working in the Teen Involvement program.

TEEN ADVISOR OF THE MONTH -- A Teen Advisor of the Month can be selected from outstanding Teen Advisors who are showing real potential in the work being done. A photograph with a short biography of the student can appear in the newspaper with such caption as "Teen Advisor of the Month". Public recognition of positive deeds should be a continuous stimulus for these students to keep up with the task of Teen Involvement, which requires continual work, extra time, and commitment. Another column which can appear periodically in the newspaper could include questions most frequently asked in the classrooms by students with some of the answers that have been given in response. It tends to bring the community closer to the classroom to realize what questions are in students' minds.

BANKS AND CREDIT UNIONS -- Savings and Loan Associations, savings or commercial banks, and many credit unions get involved with youth projects. Many avenues are open for them in this community commitment. With their own company newspaper, they can publicize some of the visits these students make to the classrooms with articles and photographs. Perhaps the parents of some of these students might be employees in the bank or members of the credit union. Posters on Teen Involvement can also be displayed in bank and credit union lobbies.

RADIO AND TELEVISION -- Are there programs of local interest in your community? Are there stations geared to the teenager? If so, the Teen Advisor of the Month could be a guest on one of these programs, and the Teen Advisor could explain the program, talk to popular D.J.'s as well as news broadcasters. Since television stations also provide public service time, a thirty-second public service announcement on video tape, shown at different times, with Teen Advisors discussing the program, could be a good public relations device. These presentations might include results of school visits, which schools are visited, and why Teen Advisors are involved. Additionally, directors of local talk and interview shows could invite the Teen Advisor of the Month to appear on television as well as video tape excerpts of a classroom session or two for rerun during the local news.

PUBLIC LIBRARIES -- Along with current resource material, the public library (if it has a meeting facility) also serves as a central point for interschool meetings. Library bulletins give details of activities, and from some of their own resource material, pertinent facts on alcohol and drug education. These materials can be helpful to the students in their classroom presentations.

CHAMBER OF COMMERCE -- The local Chamber of Commerce can do a great deal in promoting the efforts of Teen Involvement. Through their bulletins to local merchants they can ask for support of Chamber of Commerce members. Reward could be given to Teen Advisors through discounts at local stores, special tokens of recognition, and by displaying Teen Involvement posters in store windows. By doing this, merchants demonstrate that they support what is being done by Teen Advisors to help prevent alcohol and other drug abuse among youth.

WOMEN'S CLUBS -- Women's clubs can show their support by volunteering to help with any driving that might be necessary to get students to and from elementary schools, help the Teen Advisors plan special social events, and organize or assist fund raising activities for the Teen Involvement Program. Books and related source materials can be purchased with this money. Clubs might provide Teen Advisors with special insignia patches. Additionally, clubs can purchase resource and reference materials and audiovisual materials on substance abuse to augment limited materials provided by already strained school budgets.

CIVIC LEADERS AND ELECTED OFFICIALS -- Community leaders are called upon to make speeches on numerous occasions. The Teen Involvement Program can be a timely topic of community discussion. Also, luncheons or other special events held in honor of Teen Advisors are worthwhile activities. The Mayor, other elected officials and key school personnel are the types of people who should attend these events in order to publically recognize the students for their achievements.

CHURCHES AND COMMUNITY CENTERS -- In every community, large or small, churches can provide meeting places, recreational facilities, and help support social functions which are scheduled by the Teen Volunteers. Interschool meetings of Teen Volunteers tend to be a cohesive factor in strengthening the program and sharing ideas of things to do in the classroom. Churches cooperate in helping to get these young people together for their meetings and social activities. Church bulletins and community center newsletters can publicize any of these meetings or events to keep the activity before the public and keep the interest level alive on the part of the students. Youth ministers have also proved excellent co-sponsors in assisting school personnel.

A Teen Involvement program is a big step forward in primary prevention. It means that young people want to become involved-they want to help-they want to have a *commitment.* For the adults who are a part of getting this program started, keeping it going, and making it a successful project; it also requires dedication.

Teen Involvement requires *commitment* on the part of the *Drug Resource Coordinator, the elementary school principal* who welcomes and assists Teen Volunteers in school, the *high school principal* who approves and evaluates the program, the *parents,* and others who volunteer to provide transportation and help in social activities, and many others who become a part of this promotive health program. It takes *time, patience, understanding, commitment, and a desire to help* in the drug abuse problem, and a real interest in young people. You have to be LUCKY to be a part of Teen Involvement.

L-lovable

U-understanding

C-communicative and creative

K-kind

Y-youthfully active (mentally and physically)

TRY IT. YOU'LL BE GLAD YOU DID!

APPENDIX A

TEEN INVOLVEMENT

SCHOOL ADMINISTRATION

Endorses & Approves Program Policy and Funding
Instructs Principals of High Schools and Feeder Schools to implement the program.

FUNDING

School Board
Grant, LEAA, NIDA
Title XX, etc.
Private Agencies
Army
Service Clubs
Donations

HIGH SCHOOL PRINCIPAL

Cooperates by giving released time to students
Has Final Approval on recruitment of teen volunteers.

ELEMENTARY SCHOOL PRINCIPAL

Makes Implementation possible. Chooses classes. Arranges meetings for Coordinator/ Teachers/TI Student.

GUIDANCE DEPARTMENT FACULTY

COORDINATOR

Orchestrates total program working closely with all who are involved.

Provides sources of additional training, i.e. workshops, consultants seminars materials.

HIGH SCHOOL ADVISOR

Liaison between High School faculty/Principal/Coordinator/ Students (H.S.). Schedules classroom and feedback sessions & helps Train students and Holds Feedback Sessions.

CLASSROOM TEACHERS

Cooperates with student team and Coordinator in scheduling. Reinforces & Assists student teams. Provides Feedback to Coordinator.

TEEN INVOLVEMENT STUDENTS

Trained as classroom teams.
Recruiters for the program.

PARENTS & PUBLIC

Offers understanding, support, transportation awards, incentive ideas, fundraising for materials.

ELEMENTARY CHILDREN

who gain the fruits

TEEN INVOLVEMENT

ADAPTED FROM "SODA" TEEN INVOLVEMENT PROGRAM - WAINESBORO, VIRGINIA

LEADERSHIP ROLES IN TEEN INVOLVEMENT *(Student & Adult)*

I. COMMUNITY GROUP
- A. Make-up
  1. Government officials
  2. Military
  3. Education
  4. Law Enforcement
  5. Medical profession.
  6. Legal profession
  7. Pharmaceutical profession
  8. Media (TV, Radio, Newspapers)
  9. Service Clubs (Jr. League, Kiwanis, Rotary, etc.)
  10. Other organizations (Mental Health Association, etc.)

- B. Uses of members of Community Group
  1. Source of funds
  2. Speakers
  3. Promotion & publicity
  4. Advisory
  5. Run interference
  6. Provide training materials, T.I.P. T-Shirts, notebooks, T.I.P. insignia

II. COORDINATOR
- A. Qualifications
- B. Volunteer or Paid
- C. Duties & Responsibilities
  1. Coordination (schools, community, youth)
  2. Provide training resources

III. SCHOOLS
- A. District Superintendent & School Boards (Grade School)
- B. Principals (Grade School & High School)
- C. Faculty Advisors (High School)
- D. Teachers (Grade School)
- E. Teen Advisors
  1. Recruitment & selection
  2. Image creation (Internal & External)

IV. KEEPING TEEN VOLUNTEERS INTERESTED

- A. Clubs
- B. Community activities
- C. Newsletter
- D. Awards program
- E. Special Events
- F. Certificates
- G. Fund raising events for clubs
- H. "In High School" activities

V. PROGRAM PROMOTION

A. Media (TV, RAdio, Newspapers)
   1. School & Community
   2. Interviews
   3. Activity Reports
   4. Letters to Editor
   5. Teen Advisor of Month
   6. Chamber of Commerce, Service Clubs, Church Bulletins

B. Speakers
   1. Service Clubs
   2. PTA/PTO
   3. Other

C. Posters

VI. SOURCES OF INCOME

A. City & County Council/Supervisors
B. State (Law Enforcement Assistance Administration)-respect for authority areas
C. Service Clubs
D. Military

APPENDIX B

SOME SIGNIFICANT CONDITIONS IN SOCIETY WHICH CONTRIBUTE TO JUVENILE DELINQUENCY AND TO CRIME

RANK	ITEM		
8	4	OCCUPATIONAL IDENTIFICATION AND READINESS DEFICIENCIES	
		Deprived Areas:	*Skill, Affection, Power, Responsibility*
		Manifestations:	Idleness, loitering, misdirected energies, insufficient training and education, emotional disturbances, frustration, alienation.
		Typical Crimes:	Drug trafficking and abuse, drunkenness, gambling, larceny, burglary, robbery, auto theft, vandalism, disorderly conduct, arson, trespassing, prostitution, pimping, pandering, rape, assault and delinquent acts such as truancy, petty and grand theft, malicious mischief.
3	5	FAMILY DISINTEGRATIONS	
		Deprived Need Areas:	*Affection, Respect, Responsibility, Power*
		Manifestations:	Loss of love, care, respect, and interest and shared responsibilities; divorce, abusiveness, re-orientation to outside (peer) influences and groups, permissivism.
		Typical Crimes:	Homicide, assault, child beating and neglect, disorderly conduct, malicious mischief, disturbing the peace, sex perversions and crimes, delinquent acts and contribution to same, runaways, truancy, drug and alcohol abuse, desertion and mental disturbance, incorrigibility.
1	6	PUBLIC SERVICE DEFICIENCIES AND OVERLOADING	
		Deprived Need Areas:	*Power, Wealth, Skill, Enlightenment*
		Manifestations:	Obsolete equipment, facilities and procedures and duplications, omissions and conflicts of interfacing functions.
		Typical Crimes:	Recidivism, homicide, conspiracy, criminal syndicalism, rioting, traffic felonies, gambling, larceny, embezzlement, fraud, burglary, robbery, auto-theft, vandalism, disorderly conduct, arson, trespassing, assault, soliciting, pandering, pimping, prostitution, rape, drug and alcohol abuse, drug trafficking; institutional criminalization, truancy, running away, school demonstrations and disturbances.

RANK	ITEM		
5	7	INTENSIFICATION OF ALL ACTIVITIES	
		Deprived Need Areas:	*Well-being, Enlightenment, Power, Responsibility*
		Manifestations:	Loss of reflecting time for consideration of consequences of personal actions, stress, strain, loss of communication continuity, clarity and comprehension; loss of security and/or safety.
		Typical Crimes:	Homicide, criminal syndicalism, conspiracy, larceny, embezzlement, fraud, burglary, robbery, auto theft, arson, rioting, disorderly conduct, disturbing the peace, trespassing, traffic felonies, weapons crimes, assualts, soliciting, pandering, prostitution and sex acts, rape, drunkenness, drug and alcohol abuse, drug trafficking, recidivism, delinquent acts, running away, school and property vandalism, truancy, incorrigibility.
4	8	DISSIMILARITY OF CHANGING CULTURAL MORES WITH LEGAL CODES	
		Deprived Need Areas:	*Responsibility, Power, Respect, Enlightenment*
		Manifestations:	Ambiguity, obsolescence or unequal application of laws, disinterest of disassociation with legal codes, permissivism, open conflict between generations.
		Typical Crimes:	Conspiracy, criminal syndicalism, gambling, larceny, embezzlement, fraud, burglary, robbery, auto theft, rioting, disorderly conduct, arson, assault, soliciting, pandering, prostitution, rape, drunkenness, drug abuse, trafficking, child neglect and beating, running away, school and property vandalism, truancy, incorrigibility, distruptive demonstrating, pornography.
6	9	RETROGRESSION OF SOCIAL SYSTEM	
		Deprived Need Areas:	*Responsibility, Enlightenment, Wealth, Respect*
		Manifestations:	Reduction of all values to materialistic levels; sensationalism, sensualism, permissiveness, spiritual and intellectual diminishment.
		Typical Crimes:	Conspiracy, criminal syndicalism, gambling, larceny, embezzlement, fraud, robbery, auto theft, disorderly conduct, soliciting, pandering, prostitution, pornography, drunkenness, drug abuse, trafficking, running away, school and property vandalism, truancy, demonstrating (disturbing) and incorrigibility.

Research and Preparation by:
Mr. Cil Siegal, Orange County Criminal Justice Council, 1975

Drug Abuse Prevention Education Center, Orange County Department of Education, Santa Ana, California.

MOTIVES AND ALTERNATIVES

Level of Experience	Corresponding Motives/Desires (Examples)	Possible Activities (Examples)	Basic Human Needs
Physical	Desire for physical satisfaction, physical relaxation; relief from sickness; desire for more energy; maintenance of physical dependency.	Athletics; dance; exercise; hiking, diet; health training, carpentry or outdoor work.	Well-being Skill
The Senses	Desire to stimulate sight, sound, touch, taste; need for sensual-sexual stimulation.	Sensory awareness training; sky diving; experiencing sensory beauty of nature.	Well-being Affection
Emotional	Relief from psychological pain, attempt to solve personal perplexities, relief from bad mood; escape from anxiety; desire for emotional insight; liberation of feeling; emotional relaxation.	Competent individual counseling; well-run group therapy; instruction in psychology of personal development.	Well-being Affection Power
Interpersonal	To gain peer acceptance; to break through interpersonal barriers; to "communicate," especially nonverbally; defiance of authority figures; cement two-person relationships; solve inter-personal hangups.	Expertly managed Encounter groups; well-run group therapy; instruction in social customs; confidence training; social-interpersonal counseling; emphasis on assisting others in distress via education.	Affection Well-being Respect Responsibility
Social (Including Socio-Cultural & Environmental)	To promote social change; to find identifiable subculture; to tune out intolerable environmental conditions, e.g., poverty; changing awareness of the "masses."	Social service; community action in positive social change; helping the poor, ages, infirmity, young tutoring handicapped; ecology action.	Affection Power Responsibility Wealth Respect
Political	To promote political change; to identify with anti-establishment subgroup; to change drug legislation; out of desperation with the social-political order; to gain wealth or affluence or power.	Political service; political action; projects such as ecological lobbying; field work with politicians and public officials.	Power Wealth Well-being
Intellectual	To escape mental boredom; out of intellectual curiosity; to solve problems; to gain new understanding in the world of ideas; to study better; to research one's own awareness; for science.	Intellectual excitement through reading through discussion; creative games and puzzles; training in concentration; memory courses.	Enlightenment Well-being Skill Respect
Creative Aesthetic	To improve creativity in the arts; to enhance enjoyment of art already produced, e.g., music; to enjoy imaginative mental productions.	Non-graded instruction in producing and/or appreciating art, music, drama, crafts, handiwork, cooking, sewing, gardening, writing, singing, etc.	Skill Enlightenment Well-being

MOTIVES AND ALTERNATIVES

Level of Experience	Corresponding Motives/Desires (Examples)	Possible Activities (Examples)	Basic Human Needs
Philosophical	To discover meaningful values; to grasp the nature of the universe; to find meaning in life; to help establish personal identity; to organize a belief structure.	Discussions, seminars, courses in the meaning of life, study of ethics, morality, the nature of reality; relevant philosophical literature, guided exploration of value system.	Enlightenment Respect Responsibility
Spiritual Practical	To develop spiritual insights; to reach higher levels of consciousness; to have Divine Visions; to communicate with God; to augment yogic practices; to get a spiritual shortcut; to attain enlightenment; to attain spiritual powers.	Exposure to non-chemical methods of spiritual development; study of world religions; meditation.	Enlightenment Respect Well-being
Miscellaneous	Adventure, risk, drama, "kicks", unexpressed motives, pro-drug general attitudes, etc.	"Outward Bound" survival training; combinations of alternative above, pro-naturalness attitudes; meaningful employment, etc.	Well-being Respect Responsibility Enlightenment

APPENDIX C

OBSERVATION GUIDE FOR TEEN ADVISORS
(NOTE: This may be reproduced and distributed to Teen Advisors)

EVALUATION

Invite a third Advisor to visit your classroom, or invite the Teen Coordinator or resource person from your school to help you evaluate your session.

The purpose of this evaluation is to help you improve your presentation or methods of working with your class. The following "Observation Guide" is a measuring tool to determine if you are getting enough interaction (cross-discussion) between you and your students.

Every time you praise someone, the person evaluating will make a check mark ( ) in the half circle marked "Accepts feelings--Praises, Encourages."

Every time you lecture or give directions, a check mark ( ) is made in the half circled marked "Lecturing and Directions."

When you ask a question or develop student participation make a check mark ( ) in the lower half of the circle so marked.

If you should criticize at any time (which you would try to avoid) a check mark ( ) goes in the lower half-circle marked "Criticizing."

As the evaluator hears you doing these things, he makes a check mark in a half-circle which designates what you did. You can have several checks in one half-circle and none in another, depending on how you performed.

STUDENTS' TALKING

In addition to your pwn presentation, a check mark is made in a half-circle marked "Responded to Teen Advisor" or other "Class Participants" whenever a student answers a question or responds to a comment.

Should the room be silent for a half minute or more, with a lull, a check mark is put in the box at the bottom marked "Silence or confusion."

HELPING TOOL -- NOT A CRITICISM

The evaluation sheet is strictly for you...to help you determine your strong points, and improve your weak ones. There is no grading. Comments on the sheet may be made by the observing Teen Advisor elaborating on the things observed that strengthened your presentations. Any constructive suggestions can be verbal.

Instructions: During the time the discussion is going on, look for the following:

1. *Was everyone participating or were only one or two doing most of the talking?*
2. *Whom do people look at when they talk?*
3. *Was an effort made to draw people out?*
4. *Did people really listen to each other?*
5. *Were class members caring about the needs and concerns of others?*
6. *Did the students feel free to say what was really on their minds?*
7. *What good characteristics were observable about the leader?*
8. *Was leadership shared?*

Purpose: To Help You Improve Your Presentation

Teen Advisor Participation

Accepts
Feelings-Praises
Encourages

Lecturing
& Directions

Asks Questions
or develops
other student
participation

Criticizing

Positive Negative

Student Response

Responded to
Advisor or
other class
participants

Speak up on
their own

Silence

Confusion

Comments:

PREPARATION SUMMARY

Evaluation of your performance in the classroom can serve only to help you in the future. Never consider it a criticism.

Those who are doing the evaluating are, at the same time, learning from you. It is sharing experience of knowledge and know-how.

After each session, go over your visit carefully and judge, "What food for thought did I leave with my class today?" If you are up-to-date on school, community and home activities, you are then able to provide actual alternative activities for your class.

"Criticism, as it was first instituted by Aristotle, was meant as a standard of judging well."

- Samuel Johnson

APPENDIX D

TRAINING SESSION
HANDOUT

SO FAR YOU HAVE LEARNED:

1. That behind every behavior is one or more of the eight basic "needs and wants" (values) that one must satisfy either by a pre-established alternative or by coping (finding another alternative).

2. That each behavior is governed by a pre-established attitude and that each individual, despite outside pressures, develops his/her own attitudes.

3. That every teacher plays an important role in helping each student to:

    a. develop attitudes
    b. discover all known alternatives
    c. learn decision-making skills
    d. reassess decisions and make choices

How (specifically) do you help students to:

    a. develop attitudes?
    b. increase their knowledge of alternatives?
    c. learn specific decision-making skills?
    d. reassess decisions and make choices?

4. There are three dimensions in Valuing that govern the individual's choice of alternatives and condition attitudes that lead to a decision. These are:

    a. How I feel about myself
    b. How I feel about you
    c. How I think you feel about me

ORANGE COUNTY DEPARTMENT OF EDUCATION
DRUG ABUSE PREVENTION EDUCATION CENTER

NOTE: This may be reproduced and distributed to the Teen Advisors during a training session. Discuss:

THE "I" MESSAGE

Most of the messages we send to people about their behavior are "you" messages--messages that are directed at the other person and have a high probability of putting them down, making them guilty, making them feel their needs are not important, and generally making them resist change. Examples of "you" messages are usually orders or commands ("Stop doing that! Get into the car!"), or blaming or name-calling statements ("You are acting like a baby! You are driving me crazy!"), or statements that give solutions ("You should forget that idea. You'd better reconsider that plan."), thereby removing the responsibility for behavior change from the other person. Perhaps the worst of all "you" messages is the "If . . . then" threat. ("If you don't . . . then I will . . .").

"I" MESSAGES

I was always told to use the word "I" sparingly because it sounds rather self-centered if over-used. Consequently, it is hard for me to get used to the idea that on some occassions it is better to say "I" than "you." One such occasion is when a class arouses a teacher's anger. "I" message, or the lack of, can affect each of the eight basic needs.

If a teacher, for instance, is angered and says, "You are always making mistakes and causing trouble," he/she can give many students minuses in their need areas. The word "you" can be taken to mean a general group or a single student. Frequently, when the group as a whole is referred to as "you," students interpret it to mean the "you" singular and take it personally.

"I" messages do not usually single out a person, but can carry much impact because they describe a teacher's feelings more strongly. Positive "I" messages can enhance all need categories. If a teacher says, for instance, "I am proud of your work and I think I have a fine class," the class will share enhancement in affection, respect, well-being, rectitude, skill, power, enlightenment, and possibly wealth. A negative "I" message can deprive children in their needs categories. However, it will not single out any one student and generally will have a more positive effect. When a teacher says, "I am disappointed in the effort, achievement, and behavior I have seen lately," the children will feel deprivation in the need areas. The minuses, however, will be a little more gentle then those that a child would feel when he has heard a "you" message.

"I" MESSAGES

AFFECTION	+	I think this is one of my favorite classes to teach.
	-	I feel that somehow I have failed you people because you don't seem to care and it is important to care about something. I care about you!
RESPECT	+	I want each one of you to select the LAP you want to start working on.
	-	I feel that everyone needs to know facts about "job application," therefore, I believe each of you should select that LAP at sometime, during the semester.
SKILL	+	I think that each of you have the potential to type 40 W.P.M. and that is the prerequisite for most general office jobs.
	-	I feel that if I had given you more speed tests you would have obtained a higher speed score so you would be employable.
RESPONSIBILITY	+	I want each one of you to help determine the rules of this class.
	-	I feel that the class rules you established are fair and I get very upset when people do not uphold them.
POWER	+	You may challenge each of the individual LAPs by passing a pretest with 90 percent accuracy.
	-	I feel that you should challenge the course only if you feel confident you can pass the pretest. I get upset if you know you can't pass it but take the test anyway. It takes too much of my time and I need my time for each individual.
WEALTH	+	I am confident that each student who completes this class will have a better chance at getting a job as these are skills necessary for employment.
	-	I know that jobs are difficult to find and it upsets me when students do not enroll in this class.
WELL-BEING	+	I think you will feel secure in knowing no one will receive a D or F in this class.

- I want you to know there are no failures, but you earn credit only for the amount of work you successfully accomplish. I have had students who did not fail but didn't receive any credit either.

ENLIGHTENMENT

+ I think that the selection of the 16 mini courses, plus the film strips, tape recordings, etc., is one of the greatest courses offered.

- I am amazed that a number of you have never used a dictionary. I have a slide/tape presentation on "How to Use the Dictionary" that would be most helpful for many of you.

"I" MESSAGES
AND
THE VALUING FOLLOW-UP

"I" messages refer to the use of "I" rather than "you" when addressing a general group or an individual. By using the "I" message you don't lay the problem on the student but on yourself and thereby the student doesn't become defensive and react negatively.

Before	Stop that talking. This class is too noisy . . .
After	I feel terribly annoyed by loud talking because I can't hear the student with whom I'm working. What would you suggest we do about this annoyance so that we can all continue in a pleasant environment?
Before	If you don't clean up this art mess, we won't have art for the next month.
After	When art materials are left scattered about, I feel deprived of respect and well-being. I am angry be cause it takes so much of my time to clean up when I should be preparing new things for students in my class. How do you suggest we solve this problem? What specific alternatives shall we consider and act on?
Before	Stop tapping on your desk with your pencil!
After	I feel upset when you tap on your desk with your pencil because I become distracted and have difficulty teaching and other students are disturbed from their studying. Would you suggest alternatives that we might adopt to eliminate this problem?
Before	You don't listen when I'm talking to you.
After	I feel confused when I'm talking and you don't say anything because I then don't know how you feel about when I'm saying. Can you help me with specific suggestions that will also enhance you?

Note: In each instance the "I" message must include or be followed by an action involving teacher and students.